**Media** **How to assess**



K.ML.1.1 Exemplify proper technique when singing Audio

and playing a variety of music.

Teach a simple song to show correct vocal technique (light head tone, clarify, accuracy of rhythm and pitch) Practice and perform again to demonstrate greater proficiency of these

skills.

When playing, Teach a simple song to show correct instrumental technique (steady beat, accurate rhythm, using instrument correctly)

K.ML.1.2 Use accurate pitch to imitate two-pitch Audio

melodic patterns.

Teach pattern or song using sol mi intervals. (Taking attendance with "Where is Johnny?" "I am here" question/ response. Compare with later answer to show greater

accuracy in reciprocation/ pitch

**SONGS** Old Mr. Woodpecker, Engine Engine number 9, Cobbler, Cobbler, Mend My Shoe

K.ML.1.3 Execute simple rhythms using body, Audio instruments, or voice.

K.ML.1.4 Recognize how music changes (such as Audio

dynamics and tempo).

Student reciprocates four to eight beat rhythm (ta titi). Student uses body percussion , clap, pat, stomp, tap) or play on classroom rhythm instrument to repeat. Compare with later performance for greater rhythmic accuracy

Students hold up cards or pictures to show the occurrence of elements loud/soft or fast/ slow. Students will demonstrate, through movement, the tempos (fast/slow) and dynamics (big/ small motions) high/low (stand/ sit movements) in a musical

selection.

**Media** **How to assess**



K.ML.1.5

K.ML.2.1

Audio Illustrate a steady beat.

Audio Interpret iconic symbols for rhythms.

Students will play steady beat with body percussion, rhythm instruments, marching to the beat or playing a passing game (on the beat) with sticks or bean bags.1

Students will recognize ta titi symbols. They will count aloud vocally, then play the rhythms through body percussion (clap, tap). The students could also read a rhythm band chart recognizing the occurrence and repetition of instrumental

icons in the score.

K.ML.2.2 Recognize iconic symbols for at least two Audio different pitches.

K.ML.2.3 Recognize by sound quarter notes and Audio

quarter rest duration's.

Teacher will create visuals using a three-line staff. Use the two spaces to place whole notes to show sol and mi tones. Students will read and sing the sol mi patterns with voice, or play the two notes on boomwhackers or bells

Teacher will play four -beat rhythmic pattern using sounds and silences. Students will copy the rhythms, stating where the sounds and silences occur. To begin notation, the students will identify the placement of sounds (mark with notes) and

occurrence of silences (mark with rests).

**Media** **How to assess**



Teacher plays a musical "question" and ask students to create a musical response using either two-bar Orff instruments,

K.ML.3.1 Use improvisation to produce one-phrase Audio bells, or boomwhackers. responses using two different pitches.

K.ML.3.2 Select vocal and/or instrumental sounds Audio

to accompany readings, stories or dramatizations.

Teacher reads a story. Class decides what events/ characters will have musical response. They will choose instruments (at random) to play when a character is mentioned. as stories are repeated or later stories used, class choices will become more appropriate, based on attributes of the character (bear clawing

a tree) and the timbre of the instrument (guiro, sandblock)

K.ML.3.3 Create patterns that illustrate a steady Audio

beat.

Students design a rhythmic pattern to demonstrate the unchanging nature of the beat, using body percussion or

rhythm instrument)

K.MR.1.1 Use singing, playing, and/or moving to Audio

respond to a variety of musical ideas.

Students will song songs and play their instrument to a variety of multicultural songs. They will demonstrate, through movement, tempos (fast/slow) dynamics (big/ small motions), and high/low (stand/ sit movements) in a musical selection. Students will employ the use of scarves and ribbons to demonstrate legato. Hand games with a partner can show

form and design.

**Media** **How to assess**



K.MR.1.2 Recognize contrasts in music, such as Audio high/low pitch, loud/soft dynamics, fast/slow tempo,

and same/different sections of music.

K.MR.1.3 Recognize that music is performed in a Audio variety of settings and for a variety of purposes.

K.MR.1.4 Illustrate different vocal timbres by type Audio (whispering, speaking, singing, and shouting).

K.MR.1.5 Classify sound sources as musical or Audio

environmental.

Students will identify, through movement, elements such as tempos (fast/slow movement) dynamics (big/ small motions), and high/low (stand/ sit movements) in a musical selection. Hand games with a partner can show form and design.

Students will identify verbally what holiday or culture the music represents. They could circle a picture representing the holiday or culture. Further, they could move through the room to various mounted pictures representing the holiday, celebration or custom

Students demonstrate different vocal qualities while performing in class. Students will also vocally identify the quality of vocal sound heard in recorded or teacher examples. The students will also move through the room to various mounted pictures representing each of the four vocal qualities **SONGS** Sing, Speak, Whisper, Shout, Peanut Butter Jelly, Three Little Muffins, Voice Choice

Students will identify verbally the sources the recorded examples. Further, they could circle the picture to match the sources. The students would separate into categories the environmental and musical pictures as seen on the card. The students will verbally identify (in small groups) the source of

recorded examples played by the teacher.

**Media** **How to assess**



Using Dr. Seuss', MY MANY COLORED DAYS, students will discuss the feeling associated with each color and then

K.CR.1.1 Use music to illustrate how people Audio classify musical examples into one of the colors/ emotions.

express themselves differently.

Students will identify verbally what holiday the music

represents, or circle a picture representing the holiday or culture, or move through the room to various mounted pictures representing the holiday or culture.

K.CR.1.2 Recognize the relationships between Audio music and concepts from other areas.

1.ML.1.1 Use proper technique when singing and Audio

playing a variety of music.

Students will make connections through discussion, the similarities of Dynamics and PE (use of force=volume), Multicultural music and Social Studies, Musical Patterns and Math (AB and ABA) and Music and Literacy (songs tell stories, read left to right, top to bottom)

When singing: Teach a simple song to show correct vocal technique (light head tone, clarify, accuracy of rhythm and pitch) Practice and perform again to demonstrate greater

proficiency of these skills.

When playing: Teach a simple song to show correct instrumental technique (steady beat, accurate rhythm, using instrument correctly)

Teach pattern or song using la sol mi intervals. Student will reciprocate with voice, bells or boomwhackers. Compare with

1.ML.1.2 Use accurate pitch to imitate three-pitch Audio later answer to show greater accuracy in reciprocation/ pitch

melodic patterns.

**SONG** Rain rain go away, Acka Backa Soda Cracker, Lucy

Locket, Arre, Mi Burrito, One Two Three Four Five

**Media** **How to assess**



1.ML.1.3 Execute rhythmic patterns using body, Audio instruments, or voice.

1.ML.1.4 Apply changes in dynamics and tempo Audio when singing and playing music.

1.ML.2.1 Interpret rhythm patterns that use iconic Video or standard notation for quarter notes, quarter rests

and beamed eighth notes.

Student reciprocates four to eight beat rhythm (ta titi). Student uses body percussion , clap, pat, stomp, tap) or play on classroom rhythm instrument to repeat. Compare with later performance for greater rhythmic accuracy

Teacher holds up cards or pictures to show the occurrence of elements loud/soft or fast/ slow. Students will demonstrate, through movement, the tempos (fast/slow) and dynamics (big/ small motions) high/low (stand/ sit movements) in a musical selection.

Teacher writes on board or holds up cards with rhythms notated through ta titi or qtr and eighth notes. Teacher plays each pattern as students recognize played pattern. Teacher plays written pattern at random with students identifying which

pattern was played.

Students are taught three-pitch songs la sol mi. Teacher records and evaluates at later date increased accuracy in

1.ML.2.2 Execute three-pitch songs with voice Audio pitch, rhythm, clarity and tone.

and/or instruments.

**SONG** Rain rain go away, Acka Backa Soda Cracker, Lucy

Locket, Arre, Mi Burrito, One Two Three Four Five

**Media** **How to assess**



1.ML.2.3 Use iconic symbols to notate quarter Audio

notes and quarter rests.

Teacher plays rhythm patterns written in iconic or symbolic notation. Students reciprocate rhythm.

Teacher plays four beat pattern. Students indicate the placement of single sounds (quarter notes) and silences (rests). After verbally defining rhythm, single beat cards are

used for students to assemble (or they can write on board)

Students work as partners to create a question and answer phrase using boomwhackers, bells, Orff instruments or voice.

1.ML.3.1 Use improvisation to create two-phrase Audio melodies using three pitches.

1.ML.3.2 Select a variety of traditional and non- Audio traditional sound sources to accompany readings,

stories, or dramatizations.

1.ML.3.3 Use iconic notation to compose simple Audio rhythm patterns consisting of quarter notes, beamed

eighth notes, and quarter rest durations.

Teacher reads a story. Class decides what events/ characters will have musical response. They will choose instruments (at random) to play when a character is mentioned. as stories are repeated or later stories used, class choices will become more appropriate, based on attributes of the character (bear clawing a tree) and the timbre of the instrument (guiro, sandblock)

Teacher makes (or purchases) single beat rhythm flash cards representing quarter notes, beamed eighth notes, and quarter rests. Students arrange four beat pattern order and perform rhythm. Different groups each make their own measure and

add to composition.

**Media** **How to assess**



1.MR.1.1 Use corresponding movements or actions

to respond to prominent music characteristics (such as Audio

patterns in rhythm, melodic contour, dynamics, and form) while listening to and/or singing music.

1.MR.1.2 Recognize melodic patterns, rhythmic

patterns, dynamics, and forms when presented aurally. Audio

Students hear individual part of an AB or ABA song. They will work in two or three groups to design simple movement patterns to demonstrate A or B sections. Students listen for and perform movement to match corresponding musical section.

Students will draw a contour line matching the melodic direction of a music example (up, down, up-then-down, down-

then-up).

Students will use purposeful movement to visually demonstrate high and low notes, loud-soft (big and small movements) and repetition of sections (form)

1.MR.1.3 Compare appropriate behaviors for

different types of music performances (such as outdoor Audio

concerts, concerts with audience participation, vocal

concerts, etc.).

Teacher shows pictures, drawings or videos of audience reactions. Students discuss where observed behavior would

be appropriate or inappropriate.

Students will play musical instruments and decide whether pitched or unpitched. They will place the instrument in the

1.MR.1.4 Classify timbre by pitched or unpitched Audio appropriate box to match choice

instruments and sounds.

Students will sort manipulative cards with pictures/drawings of

pitched and unpitched instruments.

**Media** **How to assess**



1.CR.1.1 Recognize how music is used in customs Audio and traditions of various cultures.

1.CR.1.2 Understand the relationships between Audio music and concepts from other areas.

2.ML.1.1 Apply problem solving strategies to Audio improve musical technique when singing and playing

instruments.

Students will identify verbally what holiday or culture the music represents. They could circle a picture representing the holiday or culture. Further, they could move through the room to various mounted pictures representing the holiday, celebration or custom

Students will discuss similarities and connection between Math and Music (patterns, counting beats), Social Studies and Music (cultures and celebrations, types of instrument), Language Arts and Music (main idea and main instrument, phrases and sentences) and Art and Music (background /foreground, patterns, expression)

Students experiment with new instruments and determine the correct playing technique. They will distinguish sounds made from different playing positions (center of head vs. edge) and investigate varied sounds produced from different mallets

(rubber, yarn, felt, wood)

2.ML.1.2 Use accurate pitch to sing three-pitch Audio

patterns.

Teach pattern or song using la sol mi intervals. Student will reciprocate with voice, bells or boomwhackers. Compare with

later answer to show greater accuracy in reciprocation/ pitch

**Media** **How to assess**



2.ML.1.3 Execute extended rhythmic patterns Audio using body, instruments, or voice.

2.ML.1.4 Apply changes in music to the elements Audio

of dynamics, tempo, melody, and form.

Teacher plays four to eight measure pattern. Class reciprocates with body percussion or classroom instruments. Students assume leadership role and individuals create extended pattern for class to copy.

Students will read limited use of terms and symbols as well as teacher gestures (dynamics). When playing with music, symbols and terms will include forte/piano; if alone, will also

include allegro/largo.

Class will divide into groups assigned to play either A or B section of song.

2.ML.2.1 Interpret rhythm patterns using standard Audio notation for half and quarter notes, half and quarter

rests, and beamed eighth notes.

2.ML.2.2 Interpret three-pitch songs that use video traditional music notation with voice and/or by playing

pitched instruments.

Students read rhythmical flash cards or charts using standard notation for half and quarter notes, half and quarter rests, and beamed eighth notes. Teacher plays four-beat pattern and students identify from choice of three which notation matches played example

Teacher uses three note staff, with note on, above or below the line. Students will sing or play the written pattern on Bells, Orff instruments or Boomwhackers. Notation represents relationship high middle and low, and not just stepwise

progressions.

**SONGS**: Hop, Old Squirrel, Who Has the Penny?, Little Sally Water, Red Rover

**Media** **How to assess**



2.ML.2.3 Use standard notation to notate half and Audio quarter notes, half and quarter rests, and beamed

eighth notes.

2.ML.3.1 Use improvisation to create simple Audio

rhythmic and melodic variations on familiar melodies.

Students will use cards with half and quarter notes, half and quarter rests, and beamed eighth note rhythms to create two four-beat measures.

Students will learn to play "Mary Had a Little Lamb" (three-note version) on bells or Orff Instruments The students will alter tempo, dynamics, octave or perhaps rhythm

(augmentation or diminution).

Teacher can demonstrate modality and meter variations (minor and triple meter)

2.ML.3.2 Create extended rhythmic patterns over a Audio

steady beat.

Teacher plays four to eight measure patterns. Class reciprocates with body percussion or classroom instruments. Students assume leadership role and individuals create

extended pattern for class to copy.

2.ML.3.3 Create rhythm patterns using half and quarter notes, half and quarter rests, and beamed

eighth notes in duple and triple meter.

written

video

If written, use manipulative cards to put in order to create rhythms to clap or play. If performing, clap (to show qtr, eighth note sounds), rub hands (to show longer duration) or spread hands apart to show silence, Music created in duple and triple

meters

**Media** **How to assess**



2.MR.1.1 Illustrate prominent musical Audio characteristics or specific musical events while listening

to and/or singing music.

Students will use purposeful movement to visually demonstrate high and low notes, loud-soft (big and small

movements) and repetition of sections (form)

2.MR.1.2 Illustrate melodic patterns, dynamics, and Audio

forms.

Students will draw a contour line matching the melodic direction of a music example (up, down, up-then-down, down-then-up).

Students will use purposeful movement to visually demonstrate high and low notes, loud-soft (big and small

movements) and repetition of sections (form)

2.MR.1.3 Illustrate audience and participant Audio behavior appropriate for the purpose and setting that

music is performed.

2.MR.1.4 Differentiate various instruments based Audio

on how their sounds are produced.

Students draw pictures of appropriate audience behavior in varied venues.

Teacher shows pictures, drawings or videos of audience reactions. Students discuss where observed behavior would be appropriate or inappropriate.

Students make a collage of musical instruments divided into three groups (Three showing sound production: hit, pull, blow) (Later, increased to four: Percussion, String, Woodwind and Brass)

Various games are possible: listen to prerecorded instrument; student decides hit, pull or Blow and marks BINGO or TIC

TAC TOE card)

**Media** **How to assess**



2.CR.1.1 Exemplify music representing the Audio heritage, customs, and traditions of various cultures.

2.CR.1.2 Understand the relationships between Audio music and concepts from other areas.

3.ML.1.1 Apply elemental changes, including audio changes to dynamics, tempo, timbre, or texture, when

singing or playing music.

3.ML.1.2 Execute the performance of major scale Audio

tones using the voice.

Students will identify verbally what holiday the music represents, or circle a picture representing the holiday or culture, or move through the room to various mounted pictures representing the holiday or culture.

Students will discuss similarities and connection between Math and Music (patterns, counting beats), Social Studies and Music (cultures and celebrations, types of instrument), Language Arts and Music (main idea and main instrument, phrases and sentences) and Art and Music (background /foreground, patterns, expression) Science and Music (acoustics and sound productions

Perform a selection with changing dynamics and tempo, timbre or texture (many/few, ABA forms, etc.) Compare with later performance to determine growth and improvement.

Teach one of many songs demonstrate sequential stepwise notes (scales

**SONG** include Do-Re-Mi, Ebenezer Sneezer, etc.

**Media** **How to assess**



3.ML.1.3 Use instruments to perform rhythmic and Audio melodic patterns accurately and independently on

classroom rhythmic and melodic instruments.

3.ML.2.1 Interpret rhythm patterns, including notes Audio

and rests in 3/4 and 4/4 meter signatures.

Use classroom rhythm instruments in association with bells or Orff instruments to create or play a selection based on repeating ostiniti.

Read and play rhythmic and melodic passages demonstrating duple and triple meters. Read notation from textbook, overhead or LCD projector showing notation of well known

songs in various meters

**SONG** Oh Susanna, Clementine, etc.

3.ML.2.2 Interpret through voice and/or instruments visual representation of the major scale.

3.ML.2.3 Recognize standard symbols and

traditional terms for dynamics, tempo, and articulation.

Audio

written

video

Students observe the use of step bells (as stairs) or bells (as ladder) visually demonstrating linear progression of notes. Teacher will show the progression of the eight notes by number, where eight notes creates octave. If ledger lines are taught by this grade, teacher can write C major scale.

Students match symbol with mean through worksheets, various games, flash card identification.

If performed, students interpret the symbols while learning

music from written source.

**Media** **How to assess**



Students will hold cards representing note and rest values and to assemble into groups to create various duple and triple

3.ML.2.4 Use standard symbols to notate rhythm Video meters.

and pitch in 3/4 and 4/4 meter signatures.

Student are asked to write a four-measure melodic phrase in

duple and triple meters. Teacher provides template to display clef, time signature and measure division

3.ML.3.1 Use improvisation to create rhythmic and

melodic ostinato accompaniments. Audio

3.ML.3.2 Create soundscapes using a variety of Audio

sound sources.

Students, in groups, create two-measure pentatonic patterns on bells, Orff instruments or Boomwhackers. The groups will perform their ostinato for the class, which will decide how to join all patterns in a single composition.

If allowed, the class will record (using a program like AUDACITY) single tracks of descriptive sounds. By adding, altering, or removing various tracks, a soundtrack is created. ( Examples include a rainstorm. the ocean, sounds of the

forest.)

A soundscape is an aural representation of a Landscape, connecting this activity with Visual Art

3.ML.3.3 Create rhythmic compositions using Written whole, half, and quarter notes; half and quarter rests;

and beamed eighth notes in duple or triple time.

The students will write an eight-measure composition using whole, half, and quarter notes; half and quarter rests; and beamed eighth notes in duple or triple time. This activity can be assessed as an individual student project, small group or

whole-class activity.

**Media** **How to assess**



The students will learn the basic conducting patterns for duple and triple meters. Half the class conducts the other to a pre-

3.MR.1.1 Illustrate the corresponding response to Video recorded selection.

conductor gestures for meter, tempo, and dynamics.

The students will follow the teacher's gestures indicating an

increase or decrease in volume or a change in meter.

3.MR.1.2 Use musical terminology when describing Written

music that is presented aurally.

The students keep a journal of observations where they describe a musical selection. Initially, the terms are included on a sheet and selected by the listener. Later, open-ended questions are asked requiring the students to answer through

the use of music terminology.

3.MR.1.3 Use established criteria to evaluate Written

music.

The teacher creates criteria through which to evaluate a performance. Students would evaluate video performances, including their own with this method. Details of proficiency are included (correct notes, correct pitch, clarity) as well as

personal reflections (I liked it,)

3.MR.1.4 Identify the sounds of a variety of

instruments and voices, including many orchestral Audio

instruments, instruments from various cultures,

children's voices, and male and female adult voices.

The students will aurally identify the sounds of instruments and voices, including many orchestral instruments, instruments from various cultures, children's voices, and male and female adult voices through various games (such as Instrument Bingo, matching games like Concentration, or as a written assignment either recognizing the answer (multiple

choice) or recalling the answer (fill in the blank).

**Media** **How to assess**



3.CR.1.1 Exemplify how music is used by various groups for artistic expression within the local community.

3.CR.1.2 Understand the relationships between music and concepts from other areas.

4.ML.1.1 Apply expressive qualities when singing or playing a varied repertoire of music representing genres and styles from diverse cultures.

4.ML.1.2 Execute the performance of vocal ostinati, partner songs, counter-melodies, and rounds

in two or more parts.

Written Audio

Audio

Audio

Audio

The students will write a short paragraph explaining how music in used within their own neighborhood and community (celebrations, dances, holidays, religion)

The students will sing and play music from a variety of multicultural sources and will classify its use or purpose (dance, storytelling, holiday, etc.)

Students will discuss similarities and connection between Math and Music (patterns, counting beats), Social Studies and Music (cultures and celebrations, types of instrument), Language Arts and Music (main idea and main instrument, phrases and sentences) and Art and Music (background /foreground, patterns, expression)

The students will sing various songs noting the incidence of phrasing, dynamics and tempo as well as attention to clarity of diction and vowel pronunciation.

Students will practice singing with a recording of a round or partner song, where they add the initial melody and hear the recording add the accompanying texture. The parts are reversed so the class adds their voices to the sequential melody. Then the recorded vocals are removed as the class sings independently.

**SONGS** Twist and Shout, Oh Won't You Sit Down, Lil Liza

Jane, Old House, Kookaburra, Frere Jacques

**Media** **How to assess**



4.ML.1.3 Use voice and/or instruments to execute Audio melodic movement through pentatonic melodies on the

treble staff.

4.ML.2.1 Interpret rhythm patterns, including Audio whole, half, dotted half, quarter, and eighth notes and

rests in 2/4, 3/4, and 4/4 meter signatures.

4.ML.2.2 Interpret through voice and/or Audio instruments simple pitch notation in the treble clef in

major keys.

4.ML.2.3 Interpret standard symbols and traditional Audio terms for dynamics, tempo, and articulation while

performing music.

Students, in groups, create four-measure pentatonic patterns on bells, Orff instruments or Boomwhackers. The groups will perform their ostinato for the class, which will decide how to join all patterns in a single composition.

The students will listen and read along with a written score being performed using whole, half, dotted half, quarter, and eighth notes and rests in duple and triple meters.

The students will then play along to the music watching the score. Finally, the students will then read and perform a different rhythm chart with similar rhythms

The students will listen and read along with a written score being performed using simple pitch notation in the treble clef in major keys.

The students will listen and sing with the written score being performed reading the simple pitch notation in the treble clef in major keys.

The students will perform, through the use of recorders various songs using standard symbols and terms for

dynamics, tempo, and articulation (tying and slurring)

**Media** **How to assess**



The students will notate an eight-measure exercise in duple or triple meter, using whole, half, quarter and beamed eighth

4.ML.2.4 Use standard symbols to notate rhythm, Audio notes, and corresponding rests meter, and dynamics in simple patterns.

4.ML.3.1 Use improvisation to create stylistically Audio appropriate answers to given rhythmic and melodic

phrases.

4.ML.3.2 Create compositions and arrangements Audio using a variety of traditional and non-traditional sound

sources.

4.ML.3.3 Create rhythmic compositions which

include the use of whole, dotted half, half and quarter Audio notes; whole, half and quarter rests; and beamed

eighth notes in duple and triple time and which are

arranged using a variety of sound sources.

The students will listen to teacher play on recorder (or unpitched drum) an eight-beat melodic or rhythm "question." Using the same instrument as the teacher, the students will "answer" in a similar style, matching the eight-beat length and rhythmical treatment (triplet feel for Jazz; duple for Rock music. etc.)

The students will experiment with a variety of "found sounds." (bottles, cans,pots,) or manipulation of "common sounds" like body percussion, classroom percussion played differently, playing the mouthpiece of the recorder or devise electronic sounds to create an eight-measure exercise.

The student will compose an eight-measure song to include the use of whole, dotted half, half and quarter notes; whole, half and quarter rests; and beamed eighth notes in duple and

triple time and select some instruments on which to play it.

**Media** **How to assess**



4.MR.1.1 Illustrate perceptual skills by moving to, answering questions about, and describing aural examples of music of various styles and cultures.

4.MR.1.2 Explain personal preferences for specific musical works and styles, using appropriate music terminology.

4.MR.1.3 Design a set of criteria for evaluating music performances and compositions.

4.MR.1.4 Classify instruments into Western orchestral categories of wind, string, percussion, and

brass.

Video Written

Written

Written

Audio

The students will, working in groups, design a four-measure dance to accompany a musical selection. The various dances will reflect the incidence and repetition of sections (form) as well as tempo or dynamics.

The student could also answer questions in a journal by describing observations of recorded music, using appropriate terminology.

The students will participate in a survey regarding their preference and likes in music. The results would be displayed as a graph of preferences.

The students will also learn to evaluate music and critique or write a review of their own or cultural arts assemblies.

Class creates criteria through which to evaluate a performance, including their own. Details of proficiency are included (correct notes, correct pitch, clarity) as well as personal reflections (I liked it,)

The students will classify instruments into four orchestral groups, through games such as Bingo, manipulatives/ cards put into different piles, create a collage of cut out pictures of instruments (from discarded catalogs).

They could also display the results through a tree map.

**Media** **How to assess**



4.CR.1.1 Understand how music has affected, and Audio is reflected in, the culture, traditions, and history of

North Carolina.

4.CR.1.2 Understand the relationships between Audio music and concepts from other areas.

5.ML.1.1 Illustrate independence and accuracy Audio while singing and playing instruments within a group or

ensemble.

5.ML.1.2 Illustrate blending vocal timbres, Video matching dynamic levels, and responding to the

gestures of a conductor while singing in groups.

The students will identify the cultures of music found in North Carolina (English, Scottish, Irish, German, African) Further, they will classify recorded examples depending on their geographical or cultural significance (English dance music, Piedmont Civil War, mountain Irish and Scottish influences)

Students will discuss similarities and connection between Math and Music (patterns, counting beats, fractions,ratios-twice as big or half the size), Social Studies and Music (cultures and celebrations, types of instrument), Language Arts and Music (main idea and main instrument, phrases and sentences) and Art and Music (background /foreground, patterns, expression)

The students will demonstrate through performing part songs, ostinati, canons, rounds and partner songs, rhythmic and melodic independence.

The students will sing a song following the teacher's conducting gestures. The song may be recorded and evaluated by the class, noting the balance, intonation, rhythmic accuracy and clarity of phrasing and diction. The

song is then repeated to compare results.

**Media** **How to assess**



5.ML.1.3 Use instruments to perform rhythmic,

melodic, and chordal patterns accurately and Audio

independently on classroom rhythmic, melodic, and

harmonic instruments.

The students will demonstrate through performing part songs, ostinati, canons, rounds and partner songs, rhythmic and melodic independence, using bells or Orff instruments to create harmony and chords. Some parts will use multiple

mallets for one player to add chords.

Other class instruments may be also used, recorders, autoharp, piano, guitar as well as percussion instruments.

5.ML.2.1 Interpret rhythm patterns, including

whole, half, dotted half, quarter, dotted quarter, eighth, Audio

and sixteenth notes and rests in 2/4, 3/4, 4/4, and 6/8 meter signatures.

5.ML.2.2 Recognize pitches on the treble and bass Audio staves, including ledger lines, in order to understand

the continuum of standard pitch notation.

5.ML.2.3 Apply understanding of standard symbols

and traditional terms for dynamics, tempo, articulation, Audio

rhythm, meter, and pitch when reading and notating

music.

The students will listen and read along with a written score being performed using whole, half, dotted half, quarter, dotted quarter, eighth, and sixteenth notes and rests in duple and triple meters.

The students will then play along to the music watching the score. Finally, the students will then read and perform a different rhythm chart with similar rhythms

The students will identify the name of notes in the treble and bass clef ranges through written assessment, games, flash cards, and computer programs.

The student will compose a 16-measure selection denoting rhythm, melody, dynamics, tempo and selected articulation (ties and slurs).

The student will read and perform a displayed notation example denoting rhythm, melody, dynamics, tempo and

selected articulation (ties and slurs).

**Media** **How to assess**



The student will compose a 16-measure selection denoting rhythm, melody, dynamics, tempo and selected articulation

5.ML.2.4 Use standard symbols to notate rhythm, Audio (ties and slurs). meter, pitch, and dynamics.

5.ML.3.1 Use improvisation to create short songs

and instrumental pieces, using a variety of sound Audio sources, including traditional and non-traditional

sounds, body sounds, and sounds produced by

electronic means.

The students will experiment with a variety of "found sounds." (bottles, cans,pots,) or manipulation of "common sounds" like body percussion, classroom percussion played differently, playing the mouthpiece of the recorder or devise

electronic sounds to create an eight-measure exercise.

The student will compose a 12-measure song, in ABA form, denoting, rhythm, melody, dynamics, tempo and select

5.ML.3.2 Create compositions and arrangements Audio articulation. within specified guidelines.

5.ML.3.3 Create rhythmic compositions using

notation for whole, dotted half, half, and quarter notes; Audio whole, half and quarter rests; and beamed eighth notes

in duple, triple, and common time and which are

arranged using a variety of sound sources.

The student will compose a 12-measure song, using notation for whole, dotted half, half, and quarter notes; whole, half and quarter rests in ABA form, denoting, rhythm, melody, dynamics, tempo and select articulation in duple (including common) or triple meters employing a variety of sound

sources.

**Media** **How to assess**



5.MR.1.1 Interpret through instruments and/or voice the gestures of the conductor, including meter, tempo, dynamics, entrances, cut-offs, and phrasing, when singing and playing music.

5.MR.1.2 Use music terminology in explaining music, including notation, instruments, voices, and performances.

5.MR.1.3 Exemplify appropriate behaviors as a participant and observer of music in relation to the context and style of music performed.

5.MR.1.4 Classify classroom, Western orchestral, and world instruments into categories based on how

their sounds are produced.

Video

Written

Video

Audio

The students will learn the basic conducting patterns for duple and triple meters. Half the class conducts the other to a pre-recorded selection.

The students will follow the teacher's gestures indicating an increase or decrease in volume, a change in meter, indicating entrances and cutoffs.

The students keep a journal of observations where they describe a musical selection. Initially, the terms are included on a sheet and selected by the listener. Later, open-ended questions are asked requiring the students to answer through the use of music terminology.

The class will demonstrate in dramatic form, or write a paragraph about the appropriate in inappropriate behaviors for varied venues.

Teacher shows pictures, drawings or videos of audience reactions. Students discuss where observed behavior would be appropriate or inappropriate

The students will classify orchestral, folk and multicultural instruments into categories, through games such as Bingo, manipulatives/ cards put into different piles, create a collage of cut out pictures of instruments (from discarded catalogs).

They could also display the results through a tree map.

**Media** **How to assess**



5.CR.1.1 Understand how music has affected, and Audio is reflected in, the culture, traditions, and history of the

United States.

5.CR.1.2 Understand the relationships between Audio

music and concepts from other areas.

The students will identify the cultures of music found in North America (English, Scottish, Irish, German, African, Native American etc.) The students will identify the music from various historical events or periods (American Revolution, Civil War, Western Expansion, Jazz, Rock and Roll, Slavery, etc.) This can be achieved through games (Bingo) or written assessment.

Students will discuss similarities and connection between Math and Music (patterns, counting beats, ratios, fractions), Social Studies and Music (cultures and celebrations, types of instrument), Language Arts and Music (main idea and main instrument, phrases and sentences) and Art and Music (background /foreground, patterns, expression) Science and

Music (acoustics and sound productions